

Participatory Learning Strategies for One-Shot Instruction Sessions

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COLLEGE OF
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The Problem:

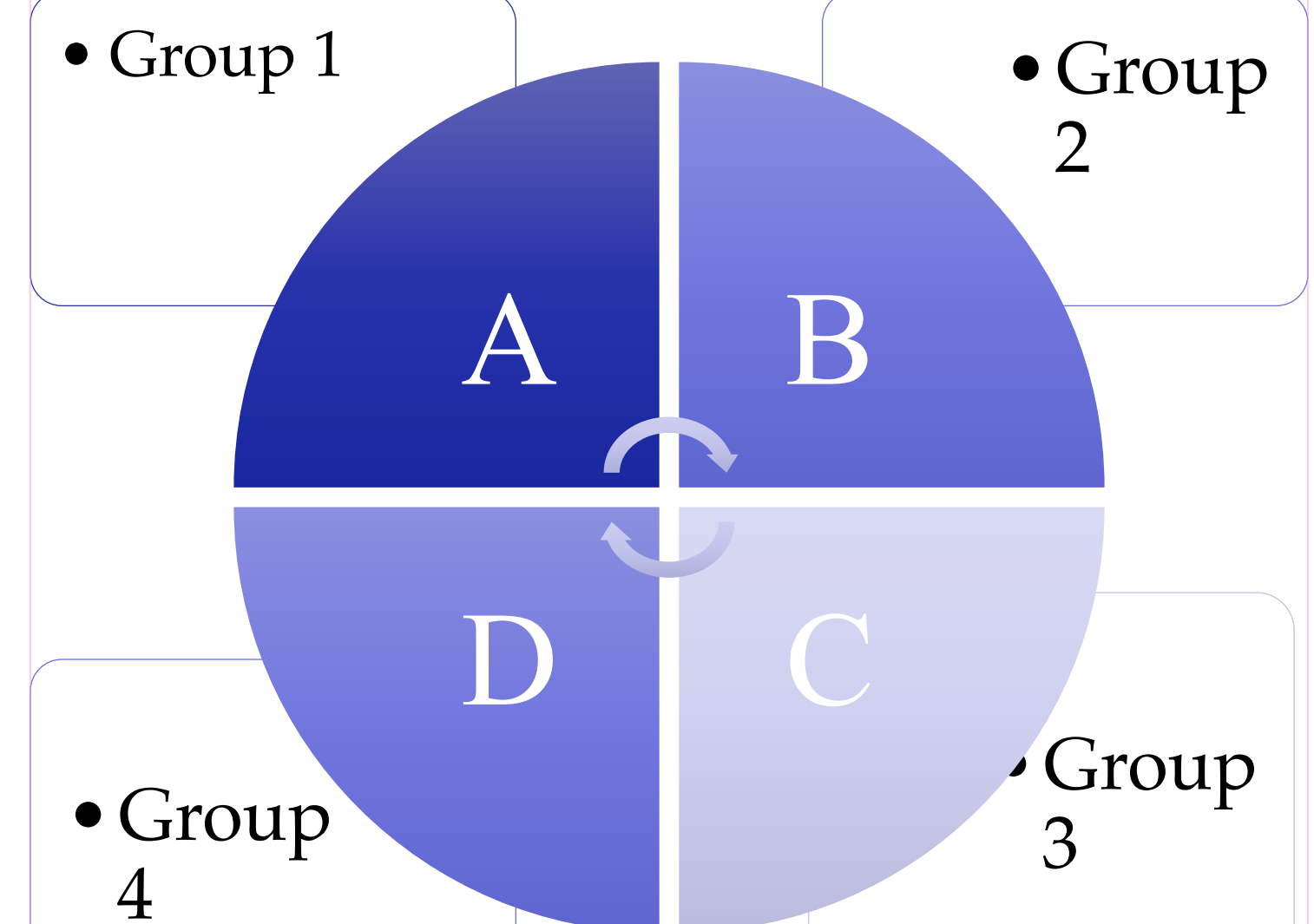
Have you been met with blank stares after asking a question in a one-shot information literacy session? Engaging students in participatory learning is particularly challenging when you only have a single session to establish rapport.

The ACRL *Framework* “envision[s] information literacy as extending the arc of learning throughout student’s academic careers...to emphasize dynamism, flexibility, individual growth, and community learning.”

-ACRL *Framework*, 2016

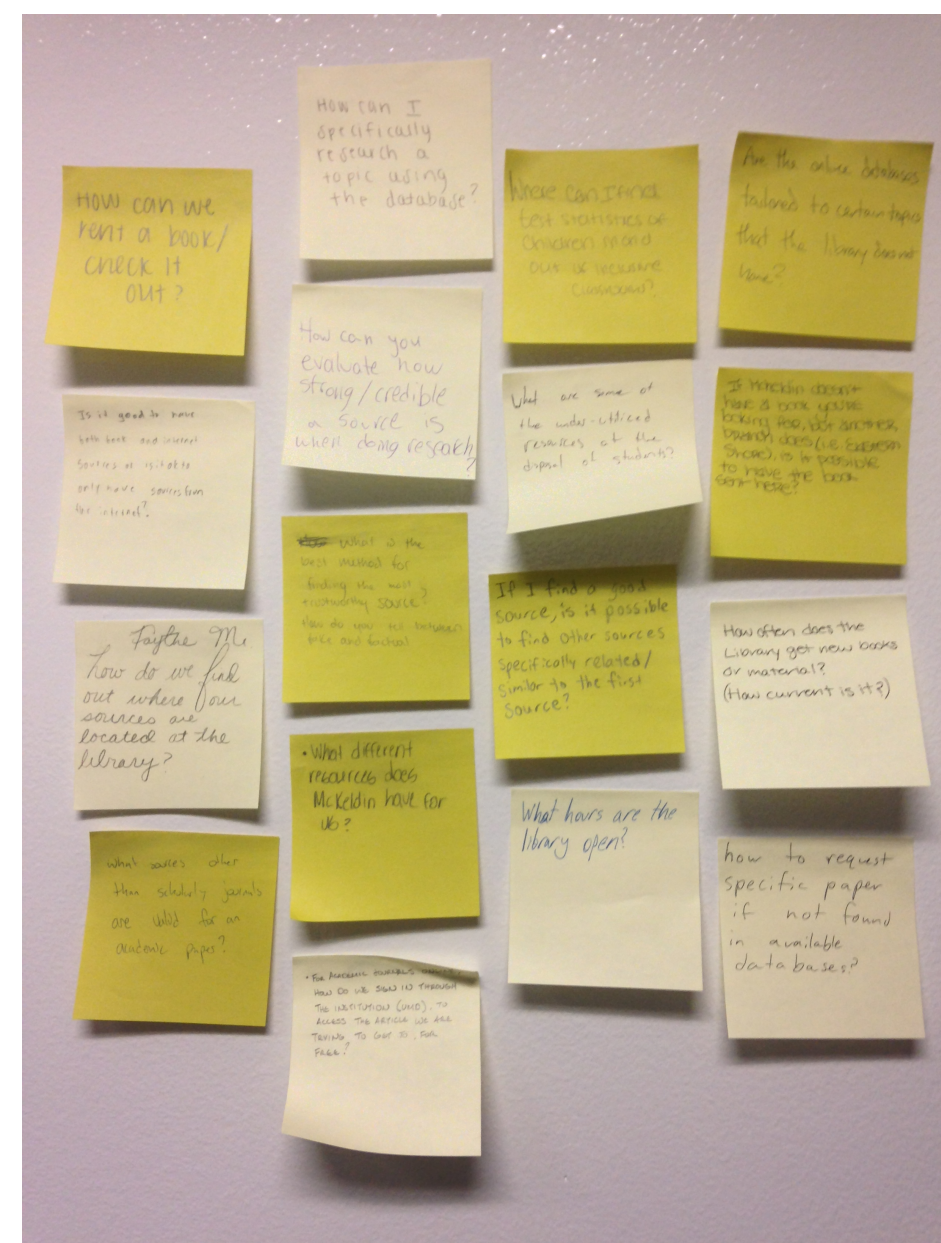
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JIGSAW FORMATION



The Solution:

Use active learning strategies that will help scaffold student learning, promote participation, and deep processing.



Post-It Note: *Personal*

Post-It notes are placed at each desk and students are asked in the beginning of class to write a question they have about the library or their research. Notes are collected and reviewed during group work and then answered throughout the class session. This allows for student centered, relevant teaching.

Group Brainstorm: *Elaboration*

The class is divided into groups of 4-6 students and given a research topic to brainstorm for 5 minutes.

Each group is given a white board with four questions that prompt discussion about the topic. The activity helps students expand their thinking and practice the skill of refining a topic to more narrow focus.

Teaching and Learning Services
<http://www.lib.umd.edu/tl/first-year/engl-101>

Jigsaw Formation: *Distinctiveness*

The Jigsaw formation (developed by Elliot Aronson) engages deep learning by assigning students a portion of the class assignment to teach others.

- 1) Students are assigned a numbered group 1-4 and given sources to skim and evaluate for credibility. They are asked to become mini experts of those articles so they can teach their fellow classmates.
- 2) A student from each number group is assigned to a new group A-D and each shares her “expert knowledge” with the new group. The Jigsaw formation will be incorporated into select one-shot sessions in Fall 2017.

Deep Learning Strategies

Cognitive psychologists have found that students can gain a deeper understanding of lesson concepts when instructors focus on:

- **Elaboration:** “How does this concept relate to other concepts?”
- **Distinctiveness:** “What are the key differences between this concept and others?”
- **Personal:** “How does this concept relate to the student’s personal experiences?”
- **Application:** “How are students expected to apply this concept?”

-Stephen Chew, PhD, Cognitive Psychologist

Small
Group
Brainstorm

Post-It
Note
Check In

Jigsaw
Formation

Deep
Learning

Research Workshop: *Application*
Students are given time to work on their own course assignment. The library instructor offers individualized help to students at their point of need.

References:

- ACRL *Framework for Information Literacy for Higher Education*, January 11, 2016.
- “Active and Collaborative Learning.” Teaching and Learning Transformation Center, University of Maryland. <https://tltc.umd.edu/active-and-collaborative-learning>
- Stephen Chew, “Cognitive Principles of Effective Teaching” Video 3 of 5, Samford University, <https://www.samford.edu/employee/faculty/cognitive-principles-of-effective-teaching>
- Teaching and Learning Services, University of Maryland, <http://www.lib.umd.edu/tl>

Experience: Teaching and Learning Services at the University of Maryland provides one-shot instruction to over 100 English 101 sessions each semester. These sessions are designed to be interactive and student centered.



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